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Chapter 1 Newsletter

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OCT 23 1990

Vol. 6 No. 1

January 1989

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Higher Order Thinking in Chapter 1 Reading

"Chapter 1 students may tend to have limited exposure to higher order academic skills. Most projects provided students with few opportunities to engage in higher order skills. In reading, for example, students were taught phonics and vocabulary and taught to read words or sentences. They were rarely asked to read paragraphs or stories or to construe meaning from text."

Such is the conclusion from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, report on the operation of Chapter 1 programs. This concern about the relative lack of thinking in Chapter 1 programs is manifested in the Senate version of the new Chapter 1 law. It calls for local districts to evaluate their programs using "objective measures of individual student achievement in basic and more advanced skills." Although the legislative language is in terms of evaluation practice, the clear intent is to move instruction from less emphasis on drill, worksheets, phonics, and vocabulary to more emphasis on comprehension and manipulation of ideas acquired through reading. It is another variation of the old theme that whatever gets tested, gets taught.

Higher order thinking, critical thinking, reflective thinking, analytic thinking and other types of thinking programs are emerging. The general educational literature is full of papers calling for the teaching of thinking or describing successful approaches schools have used to teach thinking. How do these apply to Chapter 1 reading, especially when these programs have had a traditional emphasis on basic skills?

I offer the following suggestions, based largely on the work of Fred Newmann, Director of the Wisconsin Center on Effective Secondary Schools, and who is responsible for higher order thinking activities at the Center.

* A vast literature on thinking has emerged. Most of this literature, however, is oriented toward general thinking strategies rather than toward the teaching of thinking in specific areas. This literature provides school people with good background information, but is of little help in designing materials, activities, and curricula for Chapter 1.

* Higher order thinking is best conceived within content areas. For Chapter 1 reading programs that means following the current emphasis in reading on developing comprehension strategies and integrating reading and writing. Strengthening reading programs along the lines suggested by the reading profession should reduce use of drill and worksheets and increase emphasis on thinking skill development.

* Higher order thinking places emphasis on the **quality** of achievement products rather than the **quantity** of content covered.

* Higher order thinking is relative, depending on an individual's interest, motivation and prior knowledge. All people think. All people need to further develop skill in thinking. The level of thought will vary among students depending on motivation, interest, and prior knowledge in the content area.

* Higher order thinking is best defined as approaching an atypical problem with prior knowledge and experience gained through reading in a way that cannot be solved through routine application. Interpretation, analysis, and manipulation of information are emphasized.

Chapter 1 provides an excellent environment for developing thinking skills. Helping students manipulate information requires extensive interaction between students and teachers. Chapter 1 provides a more favorable student-teacher ratio than for the regular instructional program. Thinking is enhanced when students work cooperatively. Problems can be explored more thoroughly in flexible time periods. Both these conditions can be met more easily in Chapter 1 than in the regular classroom.

Gary Echternacht
U.S. Department of Education

Jay McCallum, 444-3695: Chapter 1 Director

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Nancy Coopersmith, 444-4420: Chapter 1 Program Specialist

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PLEASE RETURN

Federal Program Reviews

The U.S. Department of Education's Office of Compensatory Education Programs (CEP) reviews the administration of each state's Chapter 1 program at least once every two years. The purpose of these reviews is to help state education agencies (SEAs) remain in compliance with the statute and regulations. CEP does this by reviewing the SEA's and local education agency's (LEA's) documentation and interviewing key employees concerned with Chapter 1. Following are some of the findings and recommendations from the report of LEA reviews conducted during the 1987-88 school year:

The LEA's student selection criteria, all of which were unavoidably subjective and variable between teachers and between schools, and the absence of a single cut-off point, made it impossible to ensure that all children with the same level of need are selected and served.

Chapter 1 resources were not assigned to each school on the basis of numbers and needs of children selected for participation, but instead were assigned equally across all buildings.

After the LEA selects the project areas and determines the instructional areas to be served, children in the private school and in the public school must be selected on essentially the same basis.

The LEA must develop and implement procedures for systematic consultation between Chapter 1 teachers and regular classroom teachers. The quality of the Chapter 1 instructional program should give reasonable promise of substantial progress toward achieving the project's stated goals. Failure to coordinate the Chapter 1 program with the regular school program would appear to lessen the quality of the Chapter 1 program.

The LEA must restrict the use of Chapter 1 funds to those activities contained in the approved application.

An LEA must (1) develop written policies on parental involvement and (2) include parents of eligible non-public school children in the design and implementation of the Chapter 1 project.

It did not appear that the LEA had made a meaningful attempt at using that agency's program evaluation results for program improvement.

The LEA used Chapter 1 staff as substitutes for regular teachers.

The LEA must identify all materials and equipment purchased with Chapter 1 funds and must work out a cost-sharing plan for the use of these materials for non-Chapter 1 activities or limit their use solely to Chapter 1 participants.

The LEA must implement procedures to ensure that Chapter 1 personnel provide services that are designed and implemented to meet the needs of only those educationally deprived students selected for participation in the Chapter 1 program.

The LEA must provide appropriate time and distribution records to support charges to Chapter 1 for persons who work on more than one program.

Trends and Status of Computers in Schools

Between 1981 and 1986, the percentage of American schools with computers for instruction grew from 18 percent to almost 96 percent. There is increased emphasis on integrating the computer into the curriculum although some regions continue to focus on computer literacy and programming. Elementary low-achieving and low socioeconomic status students spend most of their computer time on drill and practice. Middle and high school high achieving and high socioeconomic students concentrate more on programming and problem solving skills.

The principal use of computers in Chapter 1 programs is for drill and practice for basic skills. In addition, computers are being used for problem solving and for exploring other approaches such as teaching higher order thinking skills or to teach computer literacy skills.

Results of research on the instructional effectiveness of technology in Chapter 1 programs are quite varied. Individual coordinators and teachers have their own perceptions of the goals of computer-assisted instruction, of effectiveness and of the extent to which technology should be utilized in the classrooms. Chapter 1 effectiveness has been evaluated by the comparison of Chapter 1 groups utilizing computer-assisted instruction and groups using "regular" Chapter 1 instruction. Relatively little standardized data exists which compare results among various approaches. Of the effectiveness studies done, there is considerable agreement that computers are effective. Research on the use of computers to develop higher order thinking skills has not yet produced definitive results.

Teacher training plays a significant role in the effectiveness of computer-assisted instruction. The majority of state Chapter 1 coordinators indicated that teacher training must be a part of any further investment in computer technology. Less than one-third of all U.S. teachers, but more than one-half of all computer-using teachers, have had at least ten hours of training. However, the training varied widely from inservice training to college courses to vendor training sessions, or in some other ways.

Office of Technology Assessment
United States Congress
March 13, 1987

Computer Templates

There are AppleWorks spreadsheet templates for prioritized lists and AppleWorks database templates for IEP projectives in the areas of math, language arts and reading as presented by Jane Johnson and Jane Kindzerski at the Chapter 1 conference in Billings. If you would like copies of these templates, you may write to Jane Johnson, Shelby Middle School, 133 6th Avenue South, Shelby, Montana 59474. The cost is \$3.00.

National Assessment of Chapter 1

A national assessment of Chapter 1 was mandated by Congress in 1983. This is the third and final report, covering three areas: recipients, services provided and administration. In addition, the report presents implications for Congress and suggests options. Some of the findings are presented below.

Recipients

Any district with a minimum of ten low-income students is eligible for Chapter 1 funds. The selection of specific beneficiaries of the service, however, is heavily influenced by local policies and demographics.

Over 90 percent of U.S. school districts receive Chapter 1 funds. In many of these districts, the programs are restricted to the elementary grades.

About 75 percent of the students receiving services live in districts and attend schools with higher than average poverty rates.

A small percentage of Chapter 1 students achieve at levels near or above the national average.

Services Provided

Chapter 1 is primarily an elementary program, with instruction offered in reading and math. Services for a student average 30-35 minutes daily and are generally provided through pull-out programs.

Most Chapter 1 programs provide small group instruction and employ teachers to provide this instruction.

Some Chapter 1 programs include active teaching and coordination with the regular program.

The number of private school students served has decreased by 28 percent. Most of these students receive services in a mobile van or inside a public school and often learn through computer-assisted instruction, not from a teacher or aide.

Administration

Most states and districts administer Chapter 1 in a fashion similar to Title I. However, the number of parent advisory councils has decreased.

Federal and state monitoring activities have declined, although auditing activity has increased.

The program is administered by fewer staff at federal and state levels. Locally, special function staff has declined in number.

Implications for Congress

In presenting options for Congress to consider, the report stresses three realities: the program is stable with few changes made from year to year; local factors have strong influences on operations; and the law affects behaviors both directly and indirectly. To improve services, options are offered for raising program quality through facilitating new program design, increasing accountability and recognizing effective projects.

A copy of the complete report may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

From "The current operation of the Chapter 1 program, Final Report from the National Assessment of Chapter 1," Office of Research, Office of Educational Research and Improvement, U.S. Department of Education.

Everybody Counts in Family Math

Family Math, a program designed by the EQUALS program at the Lawrence Hall of Science at the University of California at Berkeley, is to help people like and succeed at mathematics. The program provides specific learning activities which parents and children may use to reinforce mathematics concepts. Many parents would like to help their children with mathematics, but they don't know where to begin. Family Math provides lots of ideas for hands-on learning activities. Hands-on materials include concrete objects like blocks, beans, pennies, toothpicks, that are used to help children understand numbers and space.

The new Family Math book provides activities appropriate for children as young as 5 and up to age 18. The field-tested materials provide teachers and administrators with methods and activities which enable them to conduct training sessions for parents. Topics include the following:

- Measurement
- Numbers and Operations
- Time and Money
- Geometry and Spatial Thinking
- Probability and Statistics
- Patterns and Number Charts
- Estimation and Calculations
- Microcomputers

The book's appendix contains information needed to organize a Family Math class. Also included are sample letters to parents, sample lesson plans and a resource list for parents and teachers.

The cost of the book is \$15 plus \$2 for tax and shipping within the United States. A check or purchase order made payable to The Regents, University of California should be returned to: Family Math, Lawrence Hall, University of California, Berkeley, California 94720.



Chapter 1 Eamon Tournament

All Eamon Adventure enthusiasts are invited to the Montana Eamon Adventures Tournament which will be held in Helena on May 13, 1989. All Eamonites will take home a certificate, and high point winners will win a selection of Eamon Adventures.

Students coming from a distance can spend the night in the Helena Middle School gym, and their tournament will start at 9 a.m. Students who live nearby will begin their tournament at 1 p.m. All students must be accompanied by an adult.

This will be the only general information about the tournament. If interested, contact Dr. Starshine at 1025 North Rodney, Helena MT 59601 or 442-5720 by May 1.

Spring Workshop

Tentative plans are under way for the Office of Public Instruction Chapter 1 spring workshops to be held in three locations: Kalispell, April 3; Bozeman, April 5; Miles City, April 7. Each site will be a one-day workshop, and attendance is recommended because of the many changes made in Chapter 1 under the new law. The new legislation must be implemented during the 1989-90 school year.

Additional information will be sent to authorized representatives at a later date. Please mark your calendars!

What Works?

To reward completion of monthly goals, Chapter 1 math and reading teachers invited deserving students to a party where refreshments are served, games played, entertainment (puppet show, clown, video) provided and certificates awarded. Students work hard to "earn" an invitation. Weekly goals are rewarded with stickers which are placed on a bulletin board. Monthly themes are as follows:

September: Pumpkins on a fence

October: Turkeys in a pen

December: Decorations on a tree

January: Snowman is dressed (hat, scarf, mittens, buttons added one by one)

February: Hearts 'n Valentines

March: Kites or pots o' gold

April: Easter theme (eggs in basket)

May/June: Picnic theme (seeds added to watermelon or items added to a picnic basket)

In this way, students can visualize their weekly progress and feel successful as the party date approaches. The completed monthly goal decoration then becomes a take-home souvenir. Parents are often involved in party planning and thus feel a part of the program.

Mary Funkhouser
Chapter 1 Teacher
Whittier Elementary
Great Falls, Montana

What Works?

A goal for my work with students and teachers this year has been to incorporate male volunteers as Reading Listeners. We have a super female volunteer scheduled for the lower (1-3) grades but nothing for grades 4-6. The program is slowly growing. So far, two men volunteer once a week for an hour. They listen to 5th and 6th graders read something of their choice. The teacher loves it, the volunteer loves it and the kids love it! So do I.

Lois McFarland
Chapter 1 Teacher
Longfellow Elementary
Great Falls, Montana

What Works?

To improve their self-image, students' names are posted on a "Hurrah" portion of the bulletin board when they receive an "A" or "B" on a test, quiz or assignment. They also receive points toward their weekly grades. They are very eager to see their own names in connection with a good achievement displayed to their peers.

Names of those receiving 100 percent on the spelling test and on the weekly puzzle are also posted on the bulletin board. On Friday, they receive certificates which they can collect or take home. They may joke about it, but I notice they all save them and even remind me if I forget to give them out.

To reward or at least acknowledge students who do more than just the required amount of work for an "A" weekly grade in the reading lab, I list the top three point achievers each Monday on a "Reading Lab Olympic Scoreboard." The highest point achiever gets the Gold Award; the second, Silver; and the third, of course, Bronze. These students also receive appropriately colored certificates.

In these areas, each student has a chance to excel and experience the thrill of finding his/her name on the bulletin board and receiving a certificate. Thus, even poor readers can become "heroes" among their peers.

Having used these methods in junior high school with great success, I was apprehensive about their reception in senior high school. To my surprise, even juniors and seniors are inspired to receive certificates (formal style) and see their names on the bulletin board.

Vivian Pledge
Chapter 1 Teacher
Great Falls Senior High School
Great Falls, Montana

What Works For You

"What Works," the title of a recent publication from the United States Department of Education, has sparked a lot of interest among teachers about what really works in the classroom. We would like to find out what works for you in your Chapter 1 classroom.

If you have found a practice or procedure that works especially well in your Chapter 1 program, please share your success with us and we will, as space permits, pass it on to others in our Chapter 1 Newsletter.

Name _____

School _____ Grade _____

Address _____

"What Works" _____

Send your ideas to Chapter 1, Office of Public Instruction, State Capitol, Helena, MT 59620.